-Måste det här vara som en väckelserörelse?

En studie om (det som kallas) entreprenöriellt lärande i grundskolan, utifrån Basil Bernsteins begreppsapparat

Monika Diehl

Akademisk avhandling

som med vederbörligt tillstånd av Rektor vid Umeå universitet för avläggande av filosofie doktorsexamen framläggs till offentligt förvar i Nbvh 1031, Norra beteendevetarhuset, fredagen den 28 april, kl. 13:00.
Avhandlingen kommer att försvaras på svenska.

Fakultetsopponent: Senior Professor, Maj Asplund Carlsson, Högskolan Väst, Trollhättan, Sverige.
The aim of this compilation thesis is to describe prerequisites for what, in a Swedish educational context, is often called 'entrepreneurial learning' and to examine the possible influence that this has on school practice. The study was carried out in two lower secondary schools and was guided by the following two research questions. First, how is entrepreneurial learning reflected in educational practice regarding teaching, learning and assessment? Second, how has the phenomenon of entrepreneurship been recontextualized in educational discourse through politics and policy? Basil Bernstein’s concepts and theories have consistently been the point of departure for analysis. Altogether, 52 classroom observations were made, particularly focusing on the subjects of social science, science and mathematics. In addition, 8 individual interviews with teachers and 15 group interviews with pupils were conducted. For decades, national and international policy documents have promoted the need for a creative, innovative and flexible future working force; bringing this about has highly involved the education system. In Sweden, entrepreneurship was inscribed in the curriculum in 2011, and it is meant to run like a thread throughout education. In this study the broad approach of entrepreneurship in education, which is about generating an entrepreneurial mindset, is focused. Research points out various difficulties and dilemmas regarding the implementation of entrepreneurial learning. These difficulties and dilemmas are connected to concerns about perceived difficulties in relation to differences in school subjects, pupils’ backgrounds, degree of managerial support and/or collegial consensus and cooperation. The main findings are linked to recurrent difficulties regarding teaching methods and assessments in relation to entrepreneurial learning. Curricula and syllabi express explicit learning outcomes, which both teachers and learners perceive as being challenging to combine with entrepreneurial classroom work. This in turn links to an aspect which is often addressed in research—that is, the question about whether to use traditional or entrepreneurial (progressive) teaching methods. Curricula express a need for both, and teachers often find it difficult to find a functioning balance between them, not least because of current societal discussions and demands. In many respects, the implementation of entrepreneurial learning sends mixed messages. On the one hand, pupils are meant to develop entrepreneurial skills and competencies through cooperation and interaction within groups, and, on the other hand, the essence of entrepreneurship indicates competition; this is yet another dilemma addressed in the study. The study shows that, due to the schools’ different prerequisites regarding, for instance, teachers’ approaches and understandings and the schools’ catchment areas, entrepreneurial learning is performed somewhat different. Bernstein’s concepts and theories offer tools to explain and understand different aspects, including dilemmas and difficulties in relation to both classroom practice and social discourse.

**Keywords:** Entrepreneurial learning, lower secondary school, recontextualization, Basil Bernstein